

Equality and Social Equity Statement

Croyland Primary School

April 2026

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| PERSON RESPONSIBLE FOR POLICY: | <i>LUCY DEAKIN</i> |
| PERSON RESPONSIBLE FOR IMPLEMENTATION: | <i>LUCY DEAKIN</i> |
| APPROVED: | |
| SIGNED: | <i>HEADTEACHER</i> |
| TO BE REVIEWED: | <i>JANUARY 2027</i> |

The meaning of Equality in the Equality Duty refers to the obligation of public authorities to consider and apply fairness in their decision-making processes.

Supporting Documents

PUBLIC SECTOR EQUALITY DUTY GUIDANCE FOR SCHOOLS IN ENGLAND.

*EQUALITY HUMAN RIGHTS COMMISSION
LAST REVISED 2014*

How does it help schools?

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, review the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Croyland Primary School

At Croyland Primary School, we are committed to equality and inclusion. We believe children learn best when they feel warm, safe, nourished, and happy, and when their holistic needs are met. While in our care, all children, regardless of their individual needs or circumstances, are welcomed, cared for and supported.

We welcome our duties under the Equality Act 2010 and give due regard to the Public Sector Equality Duty (PSED). This requires schools to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristics

Protected characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

At Croyland Primary School, having due regard to equality means removing barriers, providing targeted support and adjustments, and ensuring that no child is disadvantaged in their opportunities to succeed due to their circumstances, needs, or background. Our commitment to equality extends beyond the specified protected characteristics. Our comprehensive understanding of our local community, particularly concerning the promotion of equal opportunities, has enabled us to identify specific groups of pupils, along with their families, who require focused and intentional support.

Our due regard to the duty is fully integrated into our daily practice of maintaining a high standard as a school; it is not merely a matter of fulfilling compliance

We view this not only as a legal duty under the Equality Act 2010 but also as a moral responsibility that underpins our ethos, values, and daily practice. We want every pupil, parent, carer, staff member and visitor to feel welcome, included and able to thrive during their time within our community.

Equality Objectives 2024–2028

To meet the equality duty, schools must carry out to specific duties.

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objective.

In line with our duties, we set and review equality objectives every four years, publishing progress annually. Our current objectives are:

Objectives

| Objective | Rationale | At CPS we: | Action | Responsible Person | Outcome |
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| 1. To ensure <i>all</i> pupils who attend CPS are given emotional support to thrive and enjoy a positive experience at school. | Croyland Primary School sits, significantly below the national average for attendance. We have a large group of children who are persistently absent. We have analysed the characteristics of this group of children and there are many similarities in the lives of these children. | <ul style="list-style-type: none"> • collect and drop off children at the beginning/ end of the day, • prioritise safeguarding and wellbeing through the actions of leaders and DSLs, • provide a nurturing environment where pupils feel secure and supported, • ensure children's basic needs and the tiers of Maslow are met/supported so all our pupils have the capacity (available head space) to learn • provide pastoral intervention for those children who need something more • refer on and work with external providers to ensure • work with EIPT/Family Help to support our children and their families with the challenges that they face. | Year on year, for those children who are identified as PA, ensure that family/ pastoral/ SEND/ enrichment support is provided, and that the appropriate agencies are engaged to encourage and sustain good school attendance. | Lucy Deakin/ Chris Baillie | Reported as part of annual progress. |
| 2. To promote ambition, motivation, and a love of learning through access to a broad, balanced and enriched curriculum. | Croyland serves a community recognised as being above average in terms of pupil deprivation and school location deprivation. Many of our children are growing up in poverty. Due to the demands placed on our school budget, we are unable to supplement the school's finances through deficits arising from voluntary contributions. | <ul style="list-style-type: none"> • ensure all pupils have equitable access to a broad, balanced and relevant curriculum within the school environment. • provide learning experiences that develop talents, interests and curiosity. | Create and provide a cultural capital and enrichment offer within the local community through visits and visitors that broaden our pupil's experiences and aspirations | Kelly Collins | Reported as part of annual progress. |

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| <p>3. To ensure all pupils achieve well, regardless of their unique characteristics and the experiences that they bring into school.</p> | <p>Due to our reputation within North Northamptonshire for our child-centred ethos and inclusive approach, we have a significantly higher proportion of children on the SEND register and with Education, Health and Care Plans than the national average. As a school, in response to the changing landscape of SEND provision, we have developed innovative and effective approaches to meet individual needs within the constraints of the SEND budget. Additionally, we are committed to ensuring that all our learners receive education about disabilities and individual needs, so that such unique characteristics are understood and celebrated by everyone.</p> | <ul style="list-style-type: none"> • use robust tracking and assessment systems to monitor progress for all groups, • ensure high-quality teaching and personalised learning(adaptations) for year groups, cohorts and individuals, • support pupils across the attainment range, including the highest attainers, lowest PP and pupils with SEND. • teach all pupils about protected characteristics, British Values and the various disabilities that they may encounter in others, fostering an understanding of diversity and promoting an open-minded outlook. | <p>See SDIP 7: Croyland pupils on the send register thrive across all areas of school life. This is evident to the governing body through an effective reporting system that brings together both quantitative and qualitative outcomes for this cohort of pupils. To ensure all staff and governors are well informed of the Equality Duty Act and are able to deliver and challenge everyone's right to equality</p> | <p>All Leaders and SENDco</p> | <p>Reported as part of annual progress.</p> |
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Monitoring and Review

This statement and our objectives are published on our website and available from the school office. The governors have delegated responsibility for monitoring the achievement of the objectives to the Headteacher. They will review progress against the above objectives annually and report this progress to the governing body. New equality objectives will be set in 2028, unless there is a need to update sooner.